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THE EIGHT YEAR REPORT OF THE EXECUTIVE SECRETARY.

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NATIONAL COUNCIL OF TEACHERS OF ENG.,CHAMPAIGN,ILL

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AFTER EIGHT YEARS OF PROVIDING ADMINISTRATIVE LEADERSHIP, THE EXECUTIVE SECRETARY OF THE NATIONAL COUNCIL OF TEACHERS OF ENGLISH (NTCE) REVIEWS THE SCOPE OF PRESENT NCTE ACTIVITY IN IMPROVING ENGLISH TEACHING AND THE EDUCATION OF YOUTH. THE REPORT IS A SUMMARY OF HOW NCTE HAS ENTERED INTO A VIGOROUS REAPPRAISAL OF THE SUBJECT OF ENGLISH, ITS TEACHERS, AND ITS CURRICULUM AND MATERIALS, AND, COORDINATELY, HOW GROWTH IN NCTE MEMBERSHIP IN THE PAST DECADE HAS BEEN PARALLELED BY SIMILAR GROWTH IN THE QUALITY AND FLEXIBILITY OF SERVICES AND LEADERSHIP OFFERED THROUGH MANY VARIED PROJECTS AND PROGRAMS. NCTE DIVERSITY AND RESPONSIBILITY ARE INDICATED BY A DISCUSSION OF--(1) THE BROADENING INFLUENCE OF ITS NATIONAL CONVENTION, (2) THE FORMATION OF COMMITTEES AND COMMISSIONS INVOLVING A WIDE CROSS-SECTION OF MEMBERS IN THE ASSESSMENT OF ENGLISH TEACHING TODAY, AND THE ESTABLISHMENT OF THE NCTE ADVISORY COUNCIL TO REVIEW RECENT DEVELOPMENTS AND RECOMMEND APPROPRIATE ACTION, (3) THE CONTINUING EFFORT TO REFORM TEACHER EDUCATION AND TO IMPROVE TEACHING CONDITIONS AND CURRICULUM MATERIALS, (4) THE EXPANSION OF RESEARCH PROGRAMS, (5) THE RETRIEVAL, STORAGE, AND DISSEMINATION OF INFORMATION AND RESEARCH TO EDUCATORS, TEACHERS, AND RESEARCHERS, (6) THE EXPANSION OF THE PUBLICATIONS PROGRAM, (7) THE BROADENING OF STATE AND LOCAL SUPERVISORY AND CONSULTANT SERVICES, (8) CLOSER RELATIONSHIPS BETWEEN NCTE AND LOCAL ORGANIZATIONS, AFFILIATE AND SISTER ORGANIZATIONS, GENERAL AND ADMINISTRATIVE EDUCATIONAL GROUPS, AND THE UNITED STATES OFFICE OF EDUCATION, AND (9) CLOSER COOPERATION WITH ENGLISH TEACHERS IN GREAT BRITAIN AND WITH ENGLISH TEACHERS OF SPEAKERS OF OTHER LANGUAGES. (JB)

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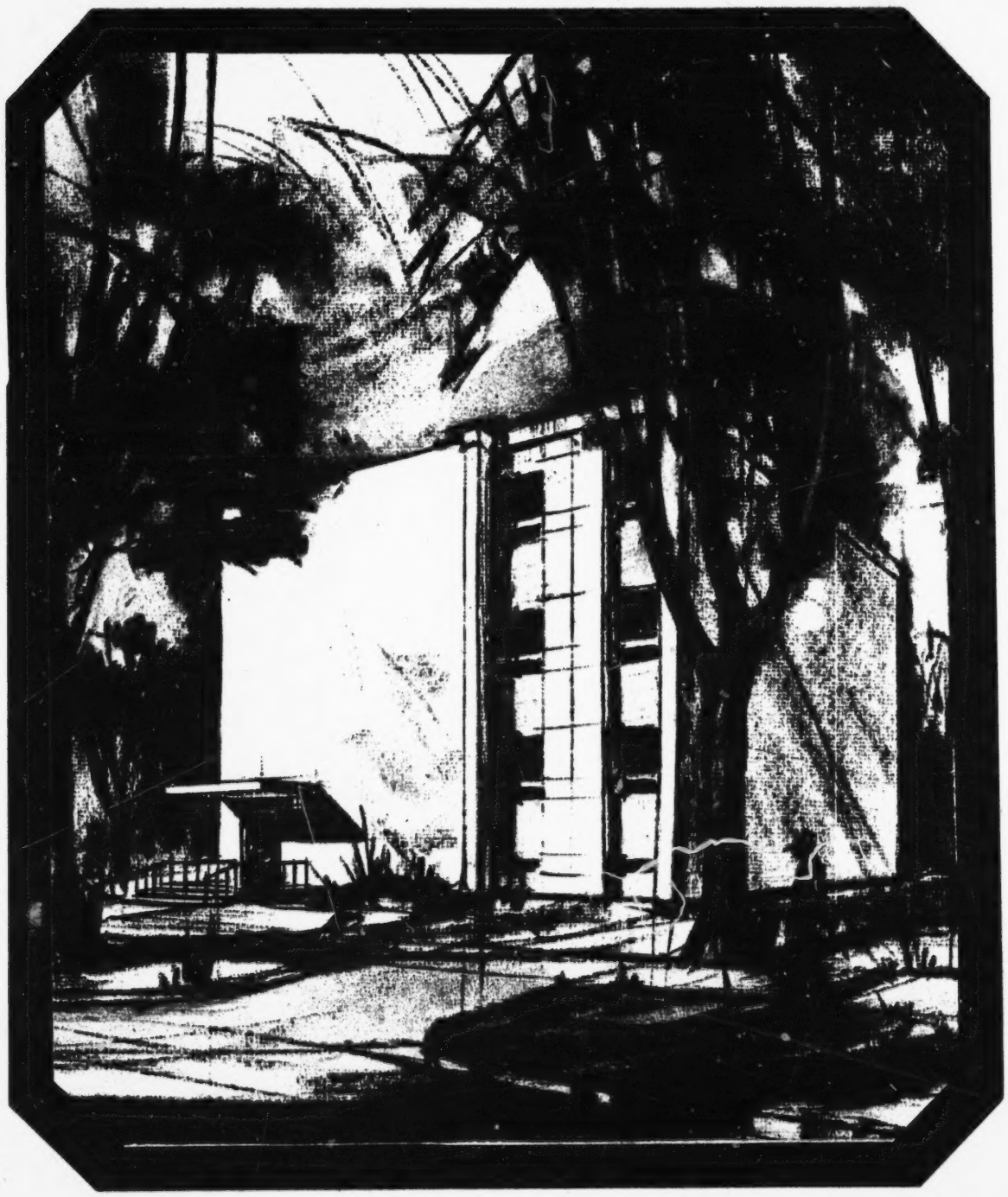

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EIGHT YEAR REPORT
OF THE
EXECUTIVE SECRETARY
1960 - 1967

NATIONAL COUNCIL OF TEACHERS OF ENGLISH

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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THE EIGHT YEAR REPORT OF THE EXECUTIVE SECRETARY

James R. Squire

Executive Secretary, National Council of Teachers of English
September 1, 1960-January 1, 1968

Associate Executive Secretary
September 1, 1959-August 31, 1960

November 1967

NATIONAL COUNCIL OF TEACHERS OF ENGLISH
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THE EIGHT YEAR REPORT OF THE EXECUTIVE SECRETARY

1959-1967

Early in 1959 I flew from San Francisco to Ann Arbor to attend a meeting of the Commission on the Profession arranged by Albert Marckwardt. Shortly before, I had received a letter from John Gerber asking whether I would consider myself a candidate for the position of Executive Secretary. Mr. Gerber, Chairman of the Selection Committee, has since changed his position and Mr. Marckwardt, his institution, but it seems singularly appropriate that both will be featured prominently in the last Annual Banquet which I shall attend as the Council's chief administrative officer. The continued leadership which the two have exerted in the Council throughout the past decade indicates something of the stability of the Council during a period of considerable change. This is no ordinary association.

But the air trip from San Francisco also heralded changes facing the Council. It involved, to be sure, a brief side journey to the Champaign offices to reassure myself that a third generation Californian could be transplanted to the Midwest. Council headquarters then was little more than two crowded rooms and a storeroom in an alley, a slightly expanded version of the legendary

"Fibber McGee" closet, but Nick Hook had extensive plans underway for the first permanent building.

The flight from San Francisco to Chicago was the first regular jet flight from the West Coast to Chicago, and the changes that air travel alone have made in the operation of the Council are best suggested by the vivid reality of the first Hawaii convention itself.

Now after eight years I am soon to qualify as a member of the "million mile club," almost all of it flown on behalf of the Council. Indeed, I find it difficult to conceive of our functioning as a truly national association without dependence on the jet plane. Nick Hook once had time for a leisurely two-week rail tour of the Northwest and Pacific Coast--an attractive way of maintaining liaison with affiliates that somehow now seems part of an earlier era. This fall within one four-day period I joined teachers in Las Vegas, Honolulu, and Philadelphia; last spring and summer I virtually commuted from Champaign to London. The experience of meeting teachers of English everywhere--whether by rail or jet--is an exhilarating one, but the glamour of drafty airports and my increasingly uncomfortable fit into air tourist seats (an added five pounds per year on the Council's "banquet circuit") ultimately take their toll. W. Wilbur Hatfield's record 39 years as the Council's Secretary-Treasurer is not likely to be challenged in this peripatetic world of today.

Somehow during these eight and a half years, I have spoken at well over 150 meetings of Council affiliates, participated in at least 40 conventions, attended about 100 special conferences, and represented the Council in the halls of the Capitol in Washington, the offices of foundations in New York, the

inner court of 700-year-old Queen's College in Oxford, the winter iceland of Anchorage, and scores of other locations. From being a Californian unaccustomed to travel, highly provincial in outlook, and suspicious of "national" attempts to influence American education, I have become deeply and permanently committed to national and international efforts to improve the education of our children.

These have been the years of the CEEB Commission on English, the NDEA Institutes on English, the curriculum study centers, the expansion of educational research, the revival in educational hope for our disadvantaged youngsters, and in all these developments the Council has played a responsible role. What we have done during the past eight years was what Council members wanted done, just as what was accomplished by my predecessors, W. Wilbur Hatfield and J.N. Hook, was what was needed and necessary in their times. No summary can adequately describe the complexity of NCTE operations today, nor the length of each agenda facing the Executive Committee, but as retiring Executive Secretary, I should like to reflect on a few of the highlights.

Growth of the Council

In August 1960, when I assumed full responsibility for the administrative direction of NCTE, the combined membership and subscription list totalled 61,331. Last August the total reached 125,529. Moreover, with continued economic prosperity, the rate of growth first begun by J.N. Hook in 1953 should continue into the indefinite future. Comparative data may be of interest.

Total Members and Subscribers

	1960	1967
Total	61,331	125,529
Elementary Section	16,900	35,681
Secondary Section	30,170	59,331
College Section	8,515	18,283
CCCC	3,155	6,048
CEE	--	1,453

Growth in membership and circulation means little by itself, unless paralleled by a corresponding growth in the quality of the services and leadership which the Council offers. But the impressive size of the Council makes it possible to bring the NCTE message to schools and teachers throughout the country. We have been fortunate in the services of a succession of able editors--John DeBoer, Dwight Burton, Frederick Gwynn, William Jenkins, Richard Alm, James E. Miller, Jr., Richard Ohmann, Cecil B. Williams, Francis Bowman, Ken Macrorie, William Irmscher, David Stryker, Oscar Haugh, Joseph Mersand, Lewis Sawin, and John Burke Shipley. Elementary English and College English have greatly increased in influence, and the English Journal remains (as it has been since 1932) the professional journal for teachers with the largest circulation of any magazine devoted exclusively to the problems of secondary education.

But the growth in Council operations can be viewed in other ways. During the 1959-60 academic year the Council employed 28 employees (7 part-time).

As we begin the 1967-68 academic year, our staff rolls include 100 employees (21 part-time). During four of the seven years for which I have been fully responsible, the Council has sustained an overall surplus; during three, deficits; for a total overall profit of $22,162, and this despite the expenditure of $4,574.33 for the first NCTE building, $145,669.09 for the second, $42,271.78 for the purchase of necessary property, and $36,705.59 for twice remodelling our headquarters to provide more efficient services, a total of $229,120.80 paid out of current funds. Two increases in dues and subscription rates have helped to sustain the increasing expenditures, and although auditing procedures have changed so that data today are not exactly parallel with those of earlier years, we remain free from debt and have increased the overall surplus from $162,505.21 to $217,836.95. Probably the vast increase is best seen by comparing income and expenditure:

Gross Income and Expenditure
1960-1967

	1960	1967
Total Revenue	$ 191,741.69	$ 719,645.05
Total Expenses	134,372.36	689,728.49
Elementary English		
Income	60,344.37	241,346.77
Expenditure	48,685.48	151,652.36
English Journal		
Income	101,161.34	480,472.44
Expenditure	85,987.37	230,429.81
College English		
Income	40,789.51	166,460.92
Expenditure	31,769.25	77,626.18

	1960	1967
CCCC		
Income	10,800.12	42,921.82
Expenditure	6,967.88	27,642.58
CEE		
Income	--	6,248.34
Expenditure	--	3,527.78
Council Publications		
Income	42,286.68	301,562.95
Expenditure	17,343.89	191,199.68
Affiliate Publications		
Income	5,186.91	13,102.41
Expenditure	3,135.24	6,672.80
Miscellaneous Expenditures		
Committee Expenses	7,354.77	37,788.01
Salaries	79,392.81	385,674.91
Postage	6,758.17	24,302.38
Telephone	709.42	7,912.53
Supplies	12,509.99	40,071.69
Automatic Processing	--	37,650.91
Office Printing	--	25,619.33
Staff Travel	4,167.81	10,923.03

These data mirror the changes that have occurred. Of all of the increases, I think I am most pleased with the 500 percent increase in expenditures for Council committees and commissions, because more than for any other activity, this increase mirrors the involvement of large numbers of members in national professional activity.

Reorganization of NCTE Headquarters

As the Council has grown, so has the headquarters staff. Personnel and processing procedures adequate for a small organization and restricted by space

limitations gave way to several successive reorganizations designed to provide more efficient service. The first faltering switch to data processing machines for circulation service soon proved to be inadequate, and procedures were twice revised and expanded. This year, with the installation of a computer-directed system, NCTE's circulation department is offering the finest service in its history. An extensive eighteen-month study by management consultants, Fairbanks Associates, assisted us in this changeover. The mandated change from cash to accrual methods of accounting has been accomplished. Now underway is reorganization in the processing of book orders and inventories. Soon will come a complete overhaul of cost accounting and business record keeping to make full use of the new computer and data processing equipment. The change has been gradual and has caused some temporary inconvenience to members, but it was mandated by the growing size of the Council. What we have done, in essence, is to apply modern business management methods to the operation of NCTE.

But other important changes have also occurred at NCTE headquarters. I am particularly pleased that during the past eight years we have substantially improved working conditions and employee benefits. We are now operating in accordance with federal wages and hours laws and state employment legislation. We have instituted an optional TIAA retirement plan for all professional-level staff members. We have a hospitalization plan which covers all staff members, and we provide accident insurance for those who travel on Council business. In addition, salaries of staff employees have risen about 50 percent, about half in response to increases in the cost of living, the remainder in needed

increases to compete with salaries at the University of Illinois and in local schools and businesses. The result has been the establishment of a reasonably permanent staff with high morale committed to the Council's business.

Through the efforts in turn of Robert Whitman, Patricia Klassen, Peter Johnsen, and Robert Lacampagne, the valuable Achievement Awards program has been regularized. The NCTE's library, partially with the bequest of Porter Perrin's personal collection of works on rhetoric and composition, was developed during this period into the nation's largest single collection of books on the teaching of English. A gift from Margaret Bryant is enabling us to expand the historical collection.

During this decade, also, we have survived two Federal Treasury investigations of our tax reports and one government audit. We have been officially registered in the State of Illinois as a not-for-profit foreign corporation (the Council was incorporated in the State of Missouri by Ruth Mary Weeks in Kansas City), have reaffirmed our nonprofit status with the U.S. Treasury in Washington, and have been officially accepted by the University of Illinois as an "allied agency," a classification which enables some staff members to enroll in university classes without payment of tuition.

All of these changes have required the time and effort of many individuals, including our wise and faithful auditor, Hobart Peer, and our attorney, Philip Zimmerly.

The Annual Convention

During this decade, as during the years before, the annual convention has served as the focus of each year's activity in English, a weaving together of the accomplishments of the past year in preparation for renewed activity ahead. But our conventions also have changed. Reflecting the membership growth, our annual meetings now involve with increasing regularity the leaders of college and university English departments and increasingly large numbers of elementary teachers and supervisors.

In 1960 the Board of Directors formally endorsed a plan for regional rotation of convention sites, bringing the national convention to each major geographical area at least once in every four years. And the size of the convention has grown as well. No longer can we find convention hotels sufficiently spacious to house us under a single roof. Rather we must in effect "take over" a single city, exhibit in central exhibition areas, plan the logistics of transportation and arrangements to achieve the most convenient scheduling. No one except perhaps program chairmen like Hardy Finch, Donald Tuttle, Priscilla Tyler, James Mason, Dwight Burton, and Alvina Burrows really knows the demands we place on our local committees. During the past eight years, I have enjoyed particularly the close association with these general chairmen and their associates: Jerry Reed, Irwin Suloway, Howard Carlisle, Mabel Staats, Leo Ruth, Verda Evans, James Lape, Ruth Reeves, Richard Alm and Shizuko Ouchi. Each has brought insight and vigor to convention planning,

and each has contributed imaginatively to the overall design. We have tried to forge a partnership of national and affiliate activity, and the Council has scrupulously tried to avoid imposing a national program on the wishes of any local group.

But as our conventions have grown, so we have diversified. Among the most important developments have been the opportunities we now provide for personal interaction and exploration of issues and problems in depth. The NCTE convention does not rely only on lecturing and listening. Changes in the PRR-Affiliate Breakfast, engineered first in 1959 by the Commission on the Profession on which I served with Brice Harris, first provided planned opportunity for discussing critical Council issues. The initial preconvention Study Groups followed in 1960, amid predictions of disaster because teachers could not be released from school. Last year in Houston some 1,000 Council members attended these three-day sessions. Special one-day and two-day discussion conferences followed and have become an accepted part of the program. Related associations and groups like IRA, NAIS, NCRE, NCEA, the John Hay Fellows, Delta Kappa Gamma, Pi Lambda Theta, and ASEARS regularly ask us for meeting time at our sessions. Despite our growing size, we are becoming a true national "council" of teachers.

Other changes have also occurred--expansion in exhibits (our commercial exhibits are normally oversubscribed), reorganization of financial planning to permit the Council President to bring speakers from anywhere in the world. The long Council tradition of providing encounters with the world's leading

authors has been continued with the involvement of such major writers as J.B. Priestley, C.P. Snow, Robert Graves, William Golding, Saul Bellow, Eudora Welty, C. Day Lewis, and many more.

An important development has been the abandonment of a general "theme" (an oft-quoted phrase which seldom applied more to one year's convention than another) and the focus, in part, on some special dimension of English teaching that needs to be called to the attention of the profession. Although concern with language, literature, composition, reading, and speech continues unabated and forms the solid bedrock substance on which a powerful convention is built, each recent program chairman has been free to conceive of special attractions: the emerging English literatures of the world (San Francisco), American literary scholarship (Cleveland), new dimensions of rhetoric and the great New England literary tradition (Boston), contemporary poetry (Houston), and the arts and letters of the Pacific (Honolulu). From these special meetings have come important Council publications, and their influence is perhaps best seen by the quick response of schools and publishers to the focus of each meeting. (At least two companies announced plans to record contemporary poets within three months of the Houston convention).

But the maximum impact of any national convention on the teaching of English depends upon the extent to which the ideas explored at the meetings permeate the entire country. The editors of Council journals regularly scan convention speeches for publishable articles and ideas. Three convention newsletters assist participants in interpreting the truly significant national

news. Convention Concerns now offers Council members direct access to what was said and thought. A professionally-organized press room provides news releases, interviews, and aid for attending journalists. The convention program itself has been designed as a permanent memento of each year's annual event. Recent Executive Committees, recognizing the significance of the annual meeting, have tried diligently to extend its ultimate impact.

The Publications Program

The past eight years have seen 163 official publications, more than the accumulated total in the first fifty years of the Council. In 1960, we published 10; in 1967, 29--an indication of our expanded effort. Of these, 85 have included material of special interest to elementary teachers; 111 included material for secondary teachers; 60, for college teachers; and 67 have had a multilevel emphasis. There are those who claim that the Council publishes too much, that it should avoid competition with commercial publishing (it does), and say they would prefer a more limited selective publishing activity. But the Council is a large and varied organization; it brings together those interested in the teaching of English from the nursery school to the graduate school; and its publishing program must reflect the varied interests. A pamphlet on preschool language learning may be as significant a contribution in its way as one on the professional status of the college teacher of English. In many ways the publications program provides for the diversity of Council interests and specialties. The Section journals hold NCTE together, providing a

unified perspective on central issues of today; the separate publications allow for variety and diversity. Both are needed in a large association. Direction and quality the Council's publishing program must have, and this the Committee on Publications tries to provide, but the notion that all publications are for all Council members, if ever true, seems no longer possible today. Even so, the successful inauguration of the new comprehensive membership program two years ago, a program under which members and schools can obtain all Council periodicals and publications, suggests that interest in all dimensions of English teaching is far more widespread than one would suspect.

The sales figures on publications do not necessarily represent their influence. They may, however, be of interest in indicating the scope of present activity. Among the highlights of these eight years, I would surely list the following (the approximate sales figures are given after each title):

The continued publication of booklists: Adventuring with Books, Books for You, Your Reading, Teachers' Guide to World Literature for the High School, Reading Ladders for Human Relations, College and Adult Reading List of Books in Literature and the Fine Arts (combined total sales, 350,000), and especially the publication for the first time of the basic booklists in convenient paperbound format to make them more accessible to parents and students.

The National Interest and the Teaching of English (10,000), the report on the state of English teaching which is probably the only Council publication ever to be printed in full in the Congressional Record. More than any other single influence, this document brought Congressmen, USOE officials, and state administrators to face the urgent problems of English instruction in the Sixties. The programs it outlined for institutes, curriculum development, and research were largely those which guided the early years of Project English. Related is the companion volume, The National Interest and the Continuing Education of Teachers of English.

The Students' Right to Read (150,000), a leaflet which has provided inestimable assistance to schools in meeting censorship pressures in the schools.

High School Departments of English: Their Organization, Administration, and Supervision (8,000) and High School English Instruction Today: The National Study of High School English Programs (in press at Appleton-Century-Crofts), because they pressed the Council's demands for quality instruction in the secondary schools and have generated widespread discussion throughout the country. The first bulletin has led to at least a dozen affiliate conferences on the role of the high school English chairman and to the three-year sequence of NCTE preconvention conferences.

Language Programs for the Disadvantaged (21,000) and Social Dialects and Language Learning (7,000), two publications which demonstrated our response to the urgent demands of teachers in the inner city.

The Uses of English and Growth through English (just published) not only because they represent the fruition of recent Anglo-American efforts to work together for common good, but because of the new options they seem to open to look again at what we are doing and why.

English for Today, the six-volume series on teaching English as a second language which has served as a model for a sound linguistically-oriented program. It is currently used in scores of countries with more than 600,000 copies officially sold and tens of thousands of others purchased royalty free by government agencies.

Research in Written Composition (7,000) because it forced a new look at old oft-quoted studies, found them wanting, and suggested new directions for research.

The Education of Teachers of English for American Schools and Colleges and The College Teaching of English (cosponsored by MLA, CEA, ASA) because they represented the completion of a curriculum series initiated in 1945 and because in different ways they mirrored the Council's concern with prevalent issues. (Combined circulation thus far: 6,000 copies.)

Dialects U.S.A. (35,000) and Discovering American Dialects (just published), because more than any others they indicate the

vitality of the Commission on the English Language and what has been done to reawaken Council members to the demand for new programs of instruction in our schools today.

Fifty Years of Children's Books (10,000), which grew from the Council's Golden Anniversary, not only because it heralded new concern with programs in children's literature but also because it captured for history the wisdom and reflection of Dora V. Smith's half-century of reading.

New Directions in Elementary English (published last winter) because of the freshness with which it encounters again the myriad of problems of the elementary teacher and the promise it offers of better things to come.

English in the Two-Year College (7,500), which brought to our attention the neglected concerns of teachers and students in this most rapidly growing area of English.

The Language of Elementary School Children (5,000) and the series of research reports which followed because they represented a new service not available previously to the profession--the publication of complete studies with full documentation.

Friends to this Ground (just published) because it is not only the first statement of the Commission on Literature but also the first concentrated statement on literary study in our society since that published by the Committee of Twenty-four in 1938.

Other publications were important, too, and many have outsold those listed above, but this list presents some that have given me unique satisfaction. With me through them all, maintaining the high standards of editorship expected of Council publications, has been Enid M. Olson, Director of Publications, to whom the Council is greatly indebted and who, to my knowledge, has never missed an important deadline, despite health, hard work, and frequent administrative interference. Nor would any report on these 163 publications (and the many others that were not printed) be complete without acknowledging

the splendid and reasonable support of those who have served at different times on the Committee on Publications: Muriel Crosby, Richard Corbin, William S. Ward, Miriam Wilt, Robert A. Bennett, Autrey Nell Wiley, Virginia Reid, Jarvis Bush, Glenn Leggett, Walter Moore, Frank Ross, Robert Gorrell, John Maxwell. I hope that my successor is so fortunate.

National Leadership

The emergence of the Council as a potent and influential national association in English teaching began with James Hosic's report on the reorganization of the schools in 1917. But during the past decade the effect has been clear and direct. Partially this is because not until the past decade has the focus and center of American education moved from state and local districts to Washington, D.C. Beginning almost "hat in hand" outside each USOE office, the Executive Secretary and Council leaders (with the support and encouragement of loyal members within) built solid and substantial relationships within the Office of Education, the United States Information Agency, and other government groups. Our mission has been to improve the teaching of English, and Council members have responded magnificently. Despite continued national disputes over federal-local control, the Council has clearly stood for strengthened English instruction: extension of NDEA to include English, TESOL, reading, programs for the disadvantaged; improved school and college libraries; expansion of the research and development programs to provide support for English; expansion of state and local supervisory and

consultant services in English and subject matter fields; support for the National Endowment for Arts and the Humanities; inclusion of support for literature in the USOE curriculum and research projects; improvement of quality in the NDEA English institute programs; protection of the profession's interest in the proposed revision of the copyright laws. On such issues our purposes have been clear, and we have managed to speak with a relatively unified voice. On other national educational issues--the national assessment, for instance, or the public-private school controversy--the issues related to English teaching are less evident, Council membership is divided, and NCTE performs its most effective service merely by trying to keep members informed.

The full story of how NCTE has tried, often successfully but sometimes not, to influence national legislation and national policy can never be publicly revealed. Presidents, the Executive Secretaries, other leading Council members have presented testimony to the Congress, met with the Commissioner on Education, participated in high-level legislative meetings, supplied names of qualified consultants to read proposals or guide policy decisions, and sometimes even entered actively into the "behind the scenes" maneuvers to ensure that these individuals would be able to accept the appointments. Many individuals have contributed selflessly and often anonymously to this effort. The American Library Association has offered splendid support and so on occasion have associations like the American Council of Education, the Department of Audio-Visual Instruction of NEA, the National Audio-Visual Association, and the American Textbook Publishers Institute. Particularly we have been grateful

and appreciative of the efforts of the Modern Language Association and its Executive Secretary, John H. Fisher, whose deep and abiding faith in the schools and colleges of this country has led him to support and cooperate in every possible way, even at the risk of offending some members of his association who do not always perceive the vital interest of the American scholarly community in the quality of American school education.

New conditions bring new changes in strategy, and the next Executive Secretary will need to develop his own approaches to the endless surges and problems of American education. We seem to be facing a relentless effort to channel federal funds and federal projects through individual state departments of education. Yet in far too few of our states are the leaders of English--elementary, secondary, and college--ready to speak in a united voice. How the Council meets this responsibility will depend in large measure on the effectiveness of our affiliated state associations.

Strengthening Council Affiliates

The Council was organized in 1911 by six regional English associations, and affiliated organizations have long occupied much attention in the national office. The number of affiliates is about 150, but the effectiveness, program, and leadership vary in each locale. Relations between the National Council and the local or regional organization has been a sometime thing, not only because of the Council's other interests but because of the independence of each separate group. Still during the last decade, much has been accomplished to bring a loose affiliation into a working partnership.

Two special committees have studied and recommended changes in the national-local relationships. Certain standards for affiliation have been officially established: open membership in the local affiliate leadership, reasonably regular participation on the NCTE Board of Directors, and the like. The Council on its part has improved and strengthened various services: mailing lists, printing services, distribution of Council-Grams more frequently and to all members of affiliate governing boards.

Beginning with the Golden Anniversary Year in 1960, the Council inaugurated its program of cosponsored tours under which members of the Executive Committee and national staff were able to meet frequently with even the most isolated Council affiliates at shared national-local expense. Close to 400 such meetings--from Corpus Christi to Kauai, from Anchorage to Palm Beach--have been scheduled, more than half of the expense borne by NCTE.

But NCTE has been concerned also with the quality of English activity. Numerous printed reports, the Information Exchange Agreement under which affiliate publications are shared throughout the nation, recommended lists of speakers and consultants, two handbooks for affiliate leaders, lists of suggestions for affiliate projects--these helped immeasurably, but more encounters between local and national leaders seemed needed. In 1964, expanding on a project initiated by the State English Council in Washington, NCTE initiated a series of 20 regional conferences on the state of English teaching, each cosponsored by an affiliate, each involving national leaders.

The purpose: to review the state of teaching conditions, teacher education, and the curriculum in English, and to identify priorities for affiliate action.

Recently the Council began to use each annual convention to provide a national dialogue among the leaders of the affiliate organizations. In addition to the PRR-Affiliate Breakfast discussion, we have called together at different times representatives from affiliate groups to discuss common organizational problems, changes in the English curriculum, problems of editing journals, the concerns of executive secretaries, and (in Honolulu) the role of affiliates in combatting local censorship pressures.

Beginning in 1965 and continuing to this year, the Council began an important series of two-day regional leadership meetings with liaison officers and elected presidents of affiliates. To date, four meetings have been held in Santa Fe, Billings, Gatlinburg, and Erie, involving the elected leaders of 63 different English associations, the NCTE President, the Executive Secretaries of the Council, and other members of the Executive Committee. It may be too soon to evaluate the success of these regional conferences in galvanizing local English associations into action, but the very projects which have thus far emerged from the meetings augur well for the future of the profession.

Strengthening Ties with Other Associations

The NCTE, now the world's largest subject organization of teachers, must involve itself in some way in any developments likely to affect the teaching of English. Thus, aside from relations with the Council's own

affiliated organizations, strong attempts have been made to build cooperative efforts with other associations.

Paramount in all such activity has been the development of close, highly respected mutual relations between NCTE and the Modern Language Association of America, our sister organization and one with whom we have engaged in a long series of cosponsored activities dating back to the Basic Issues Conference of 1958 (with CEA and ASA) and including the National Interest studies, the Allerton Park Conference, a Source Book for Elementary Institutes, the English Institute Materials Center, the English Teacher Preparation Study, the Dartmouth Seminar, and the English ERIC centers. Effective positive relations have not been easy to develop. Despite the mutual respect of the executive staffs and of the officers of the two associations, the memberships have different views of English. Scholars in MLA too often have distrusted educationists in the schools; members of Elementary and Secondary Sections, to say nothing of our English Education people, have at times viewed MLA's new vision of responsibility with an alarm bordering on paranoia. MLA and NCTE are victims here of local institutional quarrels and of the national split between scholars and teachers dating historically to the early part of the century. Still, despite differences in view and differences in strategy, a solid common bond has been developed. Men like George Winchester Stone, Albert Marckwardt, John Gerber, Robert Rogers, Michael Shugrue, Eugene Slaughter, Albert Kitzhaber, Henry Sams, Harold Martin, Floyd Rinker, Charles Ferguson, and Glenn Leggett helped to cement the bond; it is strong and will endure. But John H. Fisher, more than any

other individual, deserves full recognition for his determination to rise above petty organizational differences to focus on the true function of our organizations. "Whatever we do, Jim," he said in one smoke-filled bedroom, "we cannot allow the differences between MLA and NCTE to interfere with our improving the teaching of English in the schools." First grade children throughout the nation will be better taught because of his vision, and--more's the pity--neither they nor their teachers will ever know.

But the Council's continuing relations with other associations also continue and expand. With the International Reading Association, we continually exchange programs, engage in cooperative projects, assist one another in office administration problems. With the Association for Supervision and Curriculum Development, we have inaugurated strong continuing relations; NCTE regularly is represented on ASCD programs, exhibits English curriculum materials at their conferences, and has assisted in several cosponsored projects. With the Association for Childhood Education International, we maintain regular liaison. The ASCD, IRA, ACEI, and NCTE Secretaries, or their representatives, regularly meet to discuss problems of elementary education and we have cosponsored two publications: Children and Oral Language and NCRE's Research in Oral Language.

Close relationships with the Speech Association of America began with the appointment of William Work as their Executive Secretary and the organization of SAA's New York office. Joint explorations of the problems of rhetoric in teacher education programs, of speech education in the elementary schools, and of revision of the Council's play list have been a few cooperative activities. SAA is also assisting the Council's new English ERIC center.

The Association of Departments of English (representing the college and university chairmen of America) was organized during this period as a direct result of the Allerton Park Conference cosponsored by MLA, NCTE, and USOE in 1962. The Council's Executive Secretary has regularly been invited to participate in meetings of the steering association of ADE, to contribute to its newsletter, and to participate in its summer conference for new chairmen. The ADE bears somewhat the same relationship to MLA that CCCC does to NCTE; it is an autonomous organization operating within the organizational structure of the parent group.

During this period, the Center for Applied Linguistics has become an independent agency. Even before, relations with CAL were close and cooperative. The assistance of the CAL staff in programs for teaching English to speakers of other languages and in work on dialect studies has been a major contribution to our professional activity.

Efforts have been made, also, to strengthen ties with the National Catholic Educational Association, the National Association for Independent Schools, and the American Library Association. The Council now exhibits NCTE materials at most of their conventions and maintains regular communication throughout the year.

Cooperation with the general administrative and educational groups is vital to the Council's interests. Regularly represented at the American Council on Education (the major association representing all colleges, universities, and organizations interested in higher education), NCTE frequently exhibits, plans programs, or sends speakers also to AASA or NASSP. The April 1967 issue of the Bulletin of the National Association of Secondary School Principals

was devoted entirely to new developments in English with a symposium edited by the NCTE Executive Secretary. NCTE's Secretary, with the assistance of about three score Council leaders, has contributed a chapter on curriculum planning in English to the new Handbook on Curriculum Planning, published by the American Association of School Administrators.

Other associations continue regularly as is expected of an organization with NCTE's broad interest. The American Book Publishers Council, the Children's Book Council, National Book Committee, Television Information Office, Teaching Film Custodians--these are among the outside agencies with which we continually deal. This fall we published with the American Textbook Publishers Institute a jointly sponsored collection of essays on the publisher and the teacher of English.

Interpreting to the Public

But the Council's efforts to interpret English teaching are by no means limited to efforts within the educational profession. An important responsibility, one which we are only just beginning to discharge with regularity and effectiveness, consists of interpretation to the public.

The Office of the Director of Public Relations (Enid Olson) has been organized during this decade to permit regular and consistent services to journalists, newspapers, periodicals, and other writers. News of all appointments and of convention programs is regularly sent to local newspapers. Biweekly news releases on Council activities are distributed to 24 national newspapers and wire services, 96 local newspapers, 41 education journals,

7 TV and radio stations, 7 state departments of education, 3 publishers, and 126 PRR's and affiliate editors. Ten or twelve releases a year go to 100 more newspapers in all the state capitals. Special efforts are made to place copies of Council publications in the hands of reviewers who might be interested. The press room at NCTE conventions has helped to sustain such efforts. More than a few national stories and articles on developments in English teaching have come from information supplied by the Council headquarters. (To be sure, not all of the stories we would like to acknowledge.)

A special reading list of books about the teaching of English was prepared for distribution to parents. Reprints of the "Open Letter to Parents" from The Students' Right to Read were made available and some 100,000 have been distributed. Last year three popular books for parents, commissioned and sponsored by the Council, were published by the Macmillan Company: The Teaching of Reading in the Schools, The Teaching of Writing in the Schools, and The Teaching of Language in the Schools.

To further attempts to support worthwhile English programs, the Council early in 1966 held a national "off record" conference for education editors from leading newspapers and wire services; organized at the Houston convention a conference for the editors of state and national educational journals; plans in Hawaii a meeting for school board members, administrators, and legislators. A series of articles on the teaching of English written by Council leaders was offered to state school board journals, and some 30 have requested articles which are now appearing throughout the country. A Curriculum Newsletter

for supervisors and consultants is now printed in NCTE offices to carry the English message to all 50 states, and the new English ERIC center promises more and better information services.

Diversification of Council Activities

As the NCTE has expanded in size and in scope, it has undertaken projects and programs of many kinds. A review of the annual reports of committees and commissions will demonstrate the diversity of interest. Robert F. Hogan once estimated that the Council adds one new committee for each 1,000 members and, if so, the trend seems a healthy one. Each active committee means more members working for the improvement of English teaching.

We began this era of Council growth with a strong concern for scholarship and excellence in our academic programs. Sputnik, after all, had just preceded the Conference on Basic Issues. The Council had strong executive leadership, representative of all educational levels, but it lacked any reflective body informed about significant scholarly and professional developments. It would be an accident, nothing more, if an elected executive possessed within itself the broad understanding and knowledge of all substantive fields of significance to the teaching of English from the first grade to the last. So was born the idea of a "kitchen cabinet" for NCTE (an idea of Albert Marckwardt's), an Advisory Council to meet once annually to review recent developments and to recommend appropriate action. Functioning each year to educate successive NCTE Presidents, Commission Directors, and always

the Executive Secretary, the Council has had an enormous impact in identifying and clarifying issues and concerns. Its members have included famed specialists in language, literature, composition, speech, curriculum, teacher education, reading, and verbal learning, individuals whose insights might not have been available to the Council in any other way. It has provided, also, a way of balancing the "instructional level" representation of the Executive Committee in considering the major issues of our day. Among those whose talents have been available to us through the Advisory Council: Robert W. Rogers, Donald K. Smith, Jeremiah Finch, Sol Saporta, W. Nelson Francis, Stanley Sapon, Charles Ferguson, Helen C. White, Constance McCullough, Lawrence Ryan, Leo Postman, Hilda Taba.

Another major thrust began in 1963 with the planning of week-long NCTE spring institutes. Initially intended as a way to help ourselves when others could not assist us, the institutes were conceived as a self-supporting way of educating teachers when federally supported teacher education programs seemed at best a distant possibility. The basic idea came from Eleanor Crouch of California: Why doesn't the Council plan week-long leadership conferences of limited scope to introduce teachers and supervisors to important ideas and important leaders in English? Why not? We did, and the success of the program (now four-day sessions) bodes well for future activity. Twenty such institutes have now been planned for small cities from Charleston, West Virginia, to Eugene, Oregon. Almost every one has been oversubscribed.

The successive themes themselves say something of urgent Council concerns: Language, Linguistics, and School Programs; Rhetoric and the Schools; New Directions in Elementary Language Arts; Oral Language and Reading; Explorations in Children's Writing; New Patterns for the Junior High School.

The success of these regional institutes has led in turn to other kinds of regional meetings, those designed to bring together Council members with particular interests. The 1966 Lincoln Center Conference on Literature in Humanities Programs, the 1967 Conference on the Humanities in New York, and the forthcoming 1968 spring humanities conference in Chicago seem to be breaking new ground for NCTE activity.

No development of the past decade pleases me more than the strengthening of our Elementary Section. The lengthening of our publications list for elementary teachers, the appointment of new committees, the doubling of the membership of the Section, the awakening of total Council awareness (even among college professors of English) to the importance of programs in language and literature at the elementary level---these have been cherished goals. The appointment beginning in 1965 of an Assistant Executive Secretary (Eldonna Evertts) especially responsible for our elementary programs represented an important milestone. Last, recognizing the impossibility of ever reaching through institutes the 900,000 teachers now practicing in the elementary schools, the Council, in cooperation with station KTCA-TV in Minneapolis, began development of a special television series on "English for Elementary Teachers." The series of programs will be released with accompanying manuals and a supporting book of readings in the fall of 1968.

The National Study of High School English Programs, cosponsored with the University of Illinois, was an attempt to identify teaching practices in 158 high schools in 45 states, each reported to be achieving outstanding results in English. It became in its way an assessment for the Sixties of what was working and what was not working in our high school programs. The final report, High School English Instruction Today, will be published for the Council by Appleton-Century-Crofts next spring.

With two-year colleges emerging at the rate of one per week, it seemed inevitable that professional leaders would concern themselves with the problems of teaching English at this level. English in the Two-Year College, the factual report compiled by Sam Weingarten, Fred Kroeger, and a CCCC-NCTE committee, led in turn to the cosponsored conference at Arizona State University, where two-year-college teachers of English for the first time nationally met their colleagues from the universities in a serious discussion of professional issues. Developments since have been rapid. The Conference on College Composition and Communication has sponsored for two years a series of regional conferences on English in the two-year college, and during the past year, under the able tutelage of Dick Worthen (on leave to NCTE from Diablo Valley College), permanent regional associations of two-year college teachers affiliated with CCCC were organized to encourage future exchange.

Concerned with the quality of present undergraduate instruction in English, the College Section in 1964 began plans for a national study of present programs. Cosponsored by MLA and ADE, the study has been supported by a grant of

$101,271.00 from the U.S. Office of Education. Director Thomas Wilcox believes that his final report, due late in 1968, will offer a compilation of fact and lore that will prove invaluable to any college department.

Nor have the Council's special projects been limited to those at a single educational level. Early in 1965, concerned about the floundering of schools and colleges as they worked to improve the education of disadvantaged children, the Executive Committee authorized a special Task Force to visit 266 school and college programs throughout the nation. Supported entirely by Council funds, the report of the Task Force was written and published in time for the November convention. The immediate and enthusiastic reception to Language Programs for the Disadvantaged indicated that such "plain talking" was sorely needed.

At some time during 1964 on a speaking trip to a Council affiliate located somewhere in the Southwest, President Albert Kitzhaber began to reflect on the isolation of teachers in the hinterlands. So began the idea from which emerged the Council's Distinguished Lecture Program. Inaugurated in 1967 to provide personal encounters between leading scholars and specialists and teachers in non-urban, non-university centers, the program has had instant success. Already more schools and colleges request our lecturers than the present program can accommodate. Supported again entirely by Council funds, the Distinguished Lecture Program represents an important effort by NCTE to provide service to teachers everywhere. The first printed collection of

distinguished lectures, The Shape of English, will be distributed at the Hawaii convention.

Other special interests of members have continued to receive needed attention. Television and the Teaching of English was published in cooperation with the Television Information Office. The Motion Picture and the Teaching of English resulted from a three-year project supported by Teaching Film Custodians. TV as ART provided a volume of essays written for the TIO-sponsored television festival at the Cleveland convention.

The projects, many and varied, are far too numerous to mention. Each in its own way has contributed to the services and the flexibility of the Council.

Teacher Education

The education of teachers of English for American schools and colleges has long been a major concern of those who would improve English instruction. Even before this period began, successive Committees on Preparation and Certification of Teachers of English had labored long to strengthen state certification requirements. Under the continuing leadership of Donald R. Tuttle and Eugene E. Slaughter (later to direct the first series of NDEA English institutes), committee members represented the Council at numerous state, regional, and national meetings on teacher education.

Of crucial importance has been the organization of the permanent Conference on English Education. The Commission on the Profession first brought methods

teachers together within the Council, at the 1959 meetings of CCCC and NCTE. A study group before the 1960 Chicago convention attracted even more. An exploratory spring conference at Indiana University in 1963 led to the formation of a permanent association, and the CEE is now five years old and outgrowing university conference sites. With its newsletter, annual yearbook, placement service, and quality leadership, it promises to be a potent force in the years ahead.

The success of the Council's efforts to secure national NDEA institutes in English brought other responsibilities--advising the USOE on guidelines for institutes, assisting in the selection of consultant readers and advisors, working with the MLA and the Commission on English to make available resource documents and selected curriculum center materials. In 1965 and 1966 the Council cosponsored with MLA the NDEA Institute Materials Center to supply participants with sample curricula being developed at curriculum centers; in 1966 it cooperated with MLA on an evaluation of existing English programs. Nor were efforts spared to improve the quality of the institutes. Concern about the small number of English institutes for elementary teachers led to the development of the Source Book on English Institutes for Elementary Teachers. The Commission on Language, in cooperation with the Center for Applied Linguistics, sponsored in 1966 a training conference for institute language instructors, and the Director of the Commission offered such a program again this year. Loyola University, in cooperation with NCTE and MLA, also sponsored in 1967 a conference on use of new curriculum materials in the institutes.

Concern about opportunities for advanced study in English led to the development in CCCC of the Directory of Graduate Assistantships and Fellowships, published regularly as a November issue of College Composition and Communication and offering the only complete, up-to-date index of opportunities for support for academic year and summer study in English and English education.

Much of the past two years has been devoted to the English Teacher Preparation Study, a cooperative venture with MLA and the National Association of State Directors of Teacher Education and Certification. A grant of approximately $73,632.87 from USOE supported the conferences--many local, four regional, and one national--and involved more than 1,000 individuals and virtually all departments of English and Education in the land. Before publication in the October 1967 issues of the journals, the Guidelines for the Preparation of Elementary and Secondary Teachers in English passed through more than 25 separate drafts. The project was important not only for the guidelines themselves and the involvement of many diverse individuals in considering the preparation of teachers, but also for the emphasis on quality of preparation rather than quantity of semester hours.

Teaching Conditions

Recognizing that many teachers of English can provide more effective instruction than their present circumstances permit, NCTE has spearheaded for many years attempts to improve the conditions under which teachers work.

Much attention has been directed to the load of the teacher of English and the impossibility of providing adequate individual instruction under the conditions which many teachers face. Earlier resolutions on the load of the secondary teachers led to positive action. Data on teacher load made available to school boards, states, and national commissions have resulted in some improvement. Every major national commission that has studied teaching in our secondary schools has called for better conditions for English teaching (the Rockefeller report, the Conant reports, the report of the Commission on English). Two national Honor Rolls of secondary schools reducing teacher load in English were published early in the Sixties, and at the request of the Council Directors, a third Honor Roll will be published this November. From local and regional studies recently called to my attention, I would estimate that the effort has achieved reduction in load of the average secondary teacher of about 25 pupils per day. Whereas most studies conducted a decade ago reported the average load between 150 and 175 pupils daily, more today indicate that the average is between 125 and 150. Not all teachers, certainly not all districts, attain even this modest average, and no doubt the Council's vigilance must continue.

But not only the workload of the secondary teacher of English has received Council attention. An official Council position on the workload of the college teacher of English was passed at the 1966 convention and distributed to universities and colleges throughout the land. A proposed position on the workload of the elementary teacher, developed by a Council committee which has secured some 15,000 reactions, will be presented for reaction and endorsement at the November 1967 meeting.

Efforts to secure better working conditions led also to publication of High School Departments of English: Their Organization, Administration, and Supervision with 23 separate recommendations on providing more effective departmental leadership. The direct result of the National Study of High School English Programs, the recommendations were prepared by two national conferences of high school chairmen. Among the more important results of this effort have been subsequent conferences of high school English chairmen in several states and at our national meetings.

Attempts to restrict the reading of young people have also required continued efforts. Rising censorship pressures, called to NCTE's attention at the Forum in Philadelphia (1961), led to publication of The Students' Right to Read and to sustained efforts by the Council staff, in cooperation with the American Library Association, to assist local members engaged in bitter disputes. Such efforts proved insufficient in themselves, according to reports received in the national office. In December 1966 an ad hoc conference of members, with some representatives from interested associations, was convened in Chicago to recommend appropriate action. In early November of this year, the Council is inviting the administrative and elected leaders of more than 50 professional and public associations concerned with protecting the right to read to meet in Washington, D. C., to consider cooperative action. The Fifth Freedom, an NCTE-sponsored volume of readings on censorship and book selection, designed for school and college classes and edited by Peter Jennison and Robert F. Hogan, will next year be published by Bantam Books. And the efforts to provide a climate of freedom within which to teach will continue.

Research

In 1957 as a member of the Committee on Research, I participated in a poll of NCTE officers and committee chairmen concerning the "classic" research studies in the teaching of English which they would most like to see reprinted. One of the five most frequently named "studies" was J.N. Hook's The Teaching of High School English! Partially perhaps a comment on the quality of earlier educational research in English, the response revealed a lack of sophistication about research that merited careful attention. The efforts of recent years have done much to alert all members to the importance of recent studies.

Established in 1960 in honor of the former Executive Secretary, the Research Foundation of the Council was one important step toward making NCTE more research conscious. Overwhelmed by the munificence of the research funds which soon came pouring from USOE in Washington, the Trustees nevertheless chartered their own course, providing small grants to individual teachers, supporting pilot projects, calling small conferences to generate large research ideas. Last year for the first time the Trustees of the Foundation became assured of a continued annual support. A small proportion of the annual membership dues now goes to support their important work.

Annual summaries of research findings were prepared regularly for the journals by the Council's Committee on Research. At the request of the Executive Committee and with financial support from USOE, Richard Braddock reviewed all available research on written composition, and the Council in 1963

published Research in Written Composition. A similar report on The State of Knowledge about the Teaching of Vocabulary will appear during this academic year. A joint conference of scholars in English and specialists in research in the teaching of English, again supported by OE funds, was cosponsored in 1963 with the University of California, Berkeley. Two conferences on research and the classroom teacher were held in Athens and Salt Lake City in 1965. Pre-convention conferences on research design have become almost a regular event.

But the profession needs ready access to both the findings and methods of important modern studies. Beginning in 1963, the Council launched publication of its series of research reports. Eight titles have thus far appeared, and a ninth is in preparation. This year, for the first time, appeared the new semiannual journal, Research in the Teaching of English, which promises to keep us regularly informed. And the formation of the NCTE English ERIC heralds even greater activity in disseminating future research.

To direct attention to significant contemporary studies in English or its teaching, the Council created in 1963 a Distinguished Research Award. Selected annually by an independent panel is the study judged to have had the most important impact on the teaching of English during the previous five-year term. Three scholars have thus far been honored: in 1964, Kellogg Hunt for Grammatical Structures Written at Three Grade Levels; 1965, Ruth Strickland for The Language of Elementary School Programs; and in 1966, Wayne C. Booth for The Rhetoric of Fiction. The award consists of a special plaque and a check for $1,000. In 1964, it was permanently named the David H. Russell Award for Distinguished Research to honor the late NCTE President who

worked so tirelessly to make Council members more aware of the contributions of research.

Teaching English to Speakers of Other Languages

At the Denver convention of the Council, my first as an NCTE staff member, appeared a representative from the Center for Applied Linguistics inquiring about the Council's possible interest in developing a pilot series of textbooks for teaching English as a second language. So began development of the six-year secondary program now known as English for Today, a project underwritten by a $65,510.50 grant from the United States Information Agency, and what must have seemed almost a career to General Editor William Slager. The long, intricate nine-year process under which these books were actually prepared and published involved the Council and its staff in matters of national and international policy and in continuing conferences with writers, consultants, editors, and publishers. The series is now successfully used throughout the world, a series of regional adaptations are well underway, and present prospects indicate that the scope of our effort may soon have to be expanded.

Concern with the teaching of English in other countries led to concern with non-English-speaking children in our own. In 1964, the Council supported (with CAL, SAA, MLA, and NAFSA) the first of three national conferences on Teaching English to Speakers of Other Languages, the papers from which have been published by NCTE for the cosponsoring associations. The Executive Secretary of the Council served as program chairman for the first such conference and as presiding officer at the formation of an independent TESOL association

at the third. Yet, the recent publication of Harold B. Allen's factual A Survey of the Teaching of English to Non-English Speakers in the United States, a study cosponsored by NCTE and supported by USOE, and of John A. Brownell's Japan's Second Language, cosponsored with Kappa Delta Pi, indicates NCTE's continuing interest in the problems of educating non-English-speaking children in this country and abroad.

Anglo-American Cooperation

One of the most productive developments recently has been exchanges with teachers in other English-speaking countries. For ten years the Council has sponsored successful summer study tours to the United Kingdom, and twice as Executive Secretary, I have had the pleasure of participating in such ventures. The quality of these tours has steadily improved. Early in the Sixties, the National Book League in London was persuaded to organize the symposium on contemporary writers. The British National Association for the Teaching of English assists in planning joint conferences for British and American teachers and in arranging school visits. A special tour for elementary teachers and supervisors has been organized with double emphases on children's literature and the teaching of primary children.

Beginning with the 1964 convention in Cleveland which Boris Ford, then Chairman of NATE, attended on a special grant from Scholastic Magazines and Book Services, the Council has maintained close and cooperative relations with the organized profession in Britain. An exploratory three-day Anglo-American

conference during the Boston convention was followed in turn by last year's month-long seminar at Dartmouth College, a project jointly planned by NCTE, MLA, and NATE and supported by a $150,000 grant from the Carnegie Corporation of New York. The major reports of that seminar are only just reaching the profession; the authors will speak at the Honolulu meeting. But it seems clear that fresh views of the teaching of English from Britain will challenge our own and force us to think more deeply about the purposes of English education in American schools.

Concern with the new ideas advanced at Dartmouth led inevitably to an urge to visit British schools. Thus, during the spring of 1967, a team of eleven faculty members, largely from the University of Illinois and the headquarters staff of NCTE, studied teaching in 42 high schools in England, Scotland, and Wales. An extension of the National Study of High School Programs in this country, the Study of British High School Programs was administered by the University of Illinois, cosponsored by NCTE, and supported by a grant of $57,000 from the U. S. Office of Education.

During this period, relations with Canadian colleagues have been growing. Three Canadian provincial associations of teachers of English are now affiliated with the Council, and Canadian teachers have held special conferences at every annual NCTE convention since Cleveland. The climax of this effort came in August of this Canadian centennial year with the Vancouver International Conference on the Teaching of English, ably planned by Merron Chorny, and involving some 725 American, Canadian, British, and other English-speaking teachers in the common cause. Moreover, after several years of planning,

a national Canadian Council of Teachers of English was officially organized at the Vancouver conference.

To continue permanently the close liaison of Canadian, British, and American English associations which had been largely responsible for the Dartmouth and Vancouver ventures, NCTE, MLA, NATE, and CCTE organized this year a permanent steering committee to oversee future international projects.

ERIC and Information Services

Long concerned about better ways of informing teachers of English about developments in the profession, the Council regularly publishes news notes and Counciletters in the journals, prepares Council-Grams for affiliate leaders, and seeks other methods of communication. During the past eight years, NCTE has initiated other information services: the JM Newsletter, the Curriculum Newsletter, the Administrators Newsletter (distributed through affiliates), and a new Newsletter for Junior Colleges, to be issued through CCCC's regional conference groups. Special bibliographies, lists of curriculum projects under way, surveys of humanities courses--all of these have helped. But the collection, evaluation, and dissemination of news about important developments in the English world has been largely a fragmented, haphazard effort. Precisely because the Council stands at the coordinating center of the English-teaching world, it probably has more information on the teaching of English than anyone else, but it has lacked a systematic method for retrieving and storing the information. Thus the

establishment this fall of the NCTE English ERIC center at Council offices in Champaign promises to provide much for the profession. Coordinated with related centers organized by MLA, CAL, and IRA, NCTE English ERIC should in time provide significant services from which teachers, supervisors, and researchers throughout the country will benefit.

A Few Memories

These have been good years--professionally, personally, intellectually. It is not often that any teacher has an opportunity to serve his profession for a sufficiently long period to see positive result of his efforts on a national scale. Yet never have I been so confident about the future of the teaching of English. A vigorous reappraisal of our subject has come with the "tripod" curriculum and the new materials from our curriculum centers. The reform of teacher education is becoming a reality with a hopeful new emphasis on continuing education. The findings of solid educational research are much more quickly making their way into instructional programs. Teaching conditions are beginning to improve as American education shakes itself from the lethargy imposed by uniform requirements, routinized bell schedules, and standardized buildings. New student-centered programs, first evident in some of our leading universities, are beginning to find their way into the schools. The new wave of insights into the imaginative and linguistic development of children unleashed by the Dartmouth Seminar, but paralleled and supported by numerous individual undertakings in our inner cities, may join with other influences to create a new phase in curriculum development in English.

But there are memories, too, of events too unimportant to report, too human to forget: the three days snowbound in a bus outside Gary, Indiana, en route to an NCTE-MLA session; running a trap line on a snow mobile with Council members in Alaska; casting for bone fish off the Keys of Florida; stalking pheasant in the barrens of western Nebraska; the featured convention speaker found face down on a corridor floor at 7:00 a.m. who later delivered a magnificent address at noon; the hotel that managed to serve 2,400 banquet meals in space limited to 1,800 (NCTE had lost count of the tickets sold); the 1,000 sisters who crowded the hallways of the Morrison Hotel to hear Hardin Craig in a room with a capacity of 250; the three false fire alarms in one convention hotel that drove untold numbers of English teachers to refuge in a nearby church; and the very real fire in another hotel when the NCTE President and the Executive Secretaries were led to safety by firemen through dense smoke-beclouded halls; the teenagers during the Cleveland convention who insisted on inspecting the Executive Secretary's suite because it had been occupied by the Beatles two weeks earlier; the uncertain thrill of leading a Kansas teacher on her first subway ride--through the London tube; the panic when Miami Beach programs were lost for three days in a trucking depot outside of Birmingham; the attempt to lift 1,000 preconvention-goers to the "Top of the Mark" in one elevator; those high-level, secret sessions of early 'Project English" days when leaders of the profession literally had to "draft" professors of English to take service jobs in the Office of Education; the award for creative scholarship from the College Language Association; being admitted to the ranks of the Kentucky Colonels for my contributions "to the school children of Kentucky"; receiving

an honorary Doctor of Letters from Pomona College, from which I had been graduated years before; the fire in the Wayside Inn shortly after British visitors toured the premises; the agonized readjustments necessitated in the San Francisco arrangements after the assassination of a President; the never realized plans to rearrange a complete convention schedule and clear a hotel floor to make possible an unannounced Presidential appearance that sudden illness prevented; the dinner for poets in Houston which seemed a "happening" for several members of the Executive Committee and their wives; and, of course, the planning of convention "spectaculars"--the anniversary exhibits at Chicago, the Nassau trip and pool side buffet in Miami, the archeological museum in Philadelphia where we dined near sarcophagi; the Thanksgiving excursions to Salem and Concord and Plymouth; the confrontation of English professor and educational researcher in San Francisco; the music and theatre of Cleveland; the poets' festival and Mexico excursions at Houston; and, of course, the yet-to-be realized luau and art festivals of Hawaii. It has all been fun.

On Leaders and Leadership

The evolution of the Council during the past eight years, professionally and intellectually, into one of the most exciting, responsible, and respected national professional associations has not been accomplished through the efforts of any single individual. Executive Secretaries are relatively permanent, and association members too often view them as personally responsible for every

development. Yet the achievements of the past eight years result rather from the leadership and hard work of nine Executive Committees, the labor and dedication of a magnificent headquarters staff, the selfless service of nine local convention committees, and the many contributions of individual members sharing a common vision of what the teaching of English might be.

I cannot name all to whom I am indebted, but I should like particularly to pay tribute to the Presidents of the Council with whom I have been privileged to work. Each in different ways has contributed permanently to my own outlook and to the direction of the Council.

Joseph Mersand, President when I first joined the staff, not only counseled me wisely on many organizational problems but reflected in his own kindly attitudes a sensitivity to each problem and each member that I have long tried to emulate.

Ruth Strickland, NCTE's "Golden Anniversary Girl," awakened us to the cruciality of elementary English programs and the need for urgent reform.

Harold B. Allen, the one truly indefatigable President I have known, forced the Council to face squarely the new scholarship in language but, more importantly, kindled a new sense of what it means to be a professional teacher of English. He also provided major guidance in our efforts in teaching English as a second language.

G. Robert Carlsen stressed the place of literature in children's lives and the importance of the neglected English Education courses. Under his tutelage, the Council moved toward establishing CEE.

David H. Russell reminded us of the significance of research in English teaching at a time when many were far too unsophisticated about interpreting pedagogical studies. It is fitting that the Council's new award for distinguished research bears his name. No one except those who worked closely with David knows how continuously his last months were devoted to important Council activity.

Albert R. Kitzhaber, with his bedrock sense of values, directed sustained attention to the substantive dimensions of our subject and began the liaison with teachers of English in Great Britain.

Richard Corbin, sooner than most, forced attention to language learning in the inner city. He spoke for the classroom teacher and the host of practical problems that must be continuously resolved.

Muriel Crosby, her graciousness and charm always a persuasive force on the six Executive Committees on which we have served together, concerned herself mostly with the relationship of English teaching to the larger demands of education. And, more than anyone else, she taught the Executive Secretary how to plan productive meetings.

And I end, as I began, with Albert Marckwardt, whose insistence on quality in all aspects of Council activity, coupled with a keen awareness of the national political scene, has made him a wise counselor throughout the decade and a superb president of the Council.

No record of my term on the Council staff would be complete without acknowledgement of the support and understanding of my wife and family.

Barbara was interviewed by Joe Mersand before I was offered the job--informally, indirectly, but interviewed nonetheless--and I have often wondered whether it was not Barbara who really impressed the selection committee. If so, their choice was a wise one. It has been with considerable personal pride that I have noted her growing influence within the Council, and without her direct assistance, I would have floundered many times. The children are older now, but they have tolerated an absentee father for these many years. This year in Honolulu we shall be together as a family for the first Thanksgiving in many years--and the first ever in the life of my eleven-year-old son. It seems right to me that the children should gain some direct insight into the convention and organization that has so influenced our personal life.

Not all the devoted members of the Council headquarters staff and colleagues at the University of Illinois can be recognized by name, but without their help the dreams of the Executive Committee would seldom have become a reality. In naming five or six, perhaps I can suggest the contributions of all: Robert W. Rogers, first department head, now dean at the University of Illinois, whose unfailing interest and support engendered an academic and professional atmosphere at my own institution within which I could continually work; Barbara Kelly, the most patient of all secretaries; Roger K. Applebee, codirector of the National Study and the British Study, with whom I have long pondered the secrets of effective English programs; two able and energetic Business Managers, Roger E. Martin and James C. Lyon, good friends and good colleagues with whom I have shared the ebb and flow of financial and business problems; and

Robert F. Hogan, trusted advisor and colleague, whose wisdom, intelligence, and wit will enable him to lead the Council to new areas of endeavor.

These have been exciting years. But who knows what changes the 500-passenger jets may bring?

James R. Squire
Executive Secretary